

## Literature in the English class

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There are many reasons for using literature in the classroom in Primary education:

- It expands language awareness and vocabulary.
- It is motivating.
- It educates the whole person.
- It encourages interaction through literary discussions.
- It is authentic material.

According to the level, and not forgetting children's interest we can use:

- For first cycle: by Eric Carle, "The very hungry caterpillar" for example, with this cumulative book, students can learn colours, numbers, food and the days of the week.
- In second cycle: we can use "the tiger who came to tea" by Judith Kerr. It is a funny book which gives us a view of a typical British family.
- In third cycle: we can work with Roald Dahl who wrote "Matilda". a fun and imaginative book.

This is my personal opinion but in the market there are lots of books we can use to create a didactic unit or just to read it and enjoy with it.

Some points we should take into account when selecting a story book are:

1. Student's age. In first and second cycle students will be more interested in fairy, fantasy tales while in third cycle pupils will be more interested in everyday stories or adventure books.
2. Level of vocabulary, structures shouldn't be too easy or too difficult.
3. Subject must be interesting.
4. The illustrations must be attractive, colourful and appropriate for the age.
5. Dialogues are important because they offer models of useful language.
6. The text must provide a starting point for language practice as role plays based on the story.

There are some techniques we should take into account when we are teaching literature in the English class.

The process of listening is a complex active process and students should start by understanding the meaning of sounds so we have to train them to recognize sounds, to identify the main idea, to extracting specific information or predicting what they are going to listen.

If we want our students to be efficient listeners in English, they have to practice intensive and extensive listening.

- To practice intensive listening we can do ear training activities to distinguish sounds, finding differences between two texts, filling gap activities or identifying words in a text.
- To practice extensive listening, we should follow three stages. Pre listening stage, in which activities are to arouse their curiosity and expectation. While listening stage can be recorded, so students listen to an English native speaker and can hear sound effects, or the teacher as a story teller, where the teacher can involve students, makes gestures and intonations to clarify language. And finally, post listening stage, in which activities consolidate the language presented in the story.

As the LOE says in its article 19, we have to develop in students reading comprehension skills, we have to encourage the development of reading habits by teaching efficient reading techniques. I will explain some of them.

For initiating reading habits we can use authentic materials or simplified ones. Simplified texts are adapted to the learner's age, level of English and interest. We can work with activities such as spelling and word recognition activities, associating meanings matching word and definition or answering comprehension questions.

We should train students to read fluently in English for their own enjoyment and without the help of the teacher. We have to follow a procedure:

We have to create expectations and interest in the topic, for example predicting information from the pictures; while they are reading, they have to concentrate on reading or finding something out about the text; and we have to provide practice of the language using some activities as summarizing the text, giving another title to the story or drawing a picture about it.

To encourage reading habit, a book corner is a good solution. A book corner in the classroom allows pupils to look through books of their own choice, when they want and borrow them. This book corner should be decorated with the students works and they should keep it organized. It has to be accessible for everyone and a lending system should be prepared where the students write their name, the book's name and the date borrowed and returned.

## CONCLUSION

I will highlight that through a good and carefully selection of books our students are going to learn English in a motivated way. We, as teachers, have to initiate children to love literature and help them learn how to appreciate this literature.

Reading and listening literature is a way of learning a language but it is also a way of learning education in values, other cultures and different points of view. ●